VERMONT PROFESSIONAL LEARNING NETWORK

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Incorporating Performance Assessment into a Standards-Based Curriculum

March 10, 2014

Vermont Agency of Education Secondary ELA & Literacy Professional Learning Team

Dial In Information: 1-888-

Pin:

We will begin at 1:00pm

Professional Learning Team Introductions

- Joe Rivers, Middle School Social Studies Teacher, Brattleboro Middle School

- Alysia Backman, High School Literacy Coach, South Burlington High School

- Kris Breen, Secondary ELA & Literacy Content Coordinator, VT AOE

- Christina Suarez, High School Social Studies Teacher, Lake Region High School

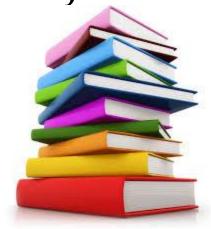- Maggie Eaton, Consultant, Vermont Reads Institute at UVM

Welcome

We invite you to:

✓ make connections, make comments.

✓ ask clarifying questions, ask big picture questions.

Objectives
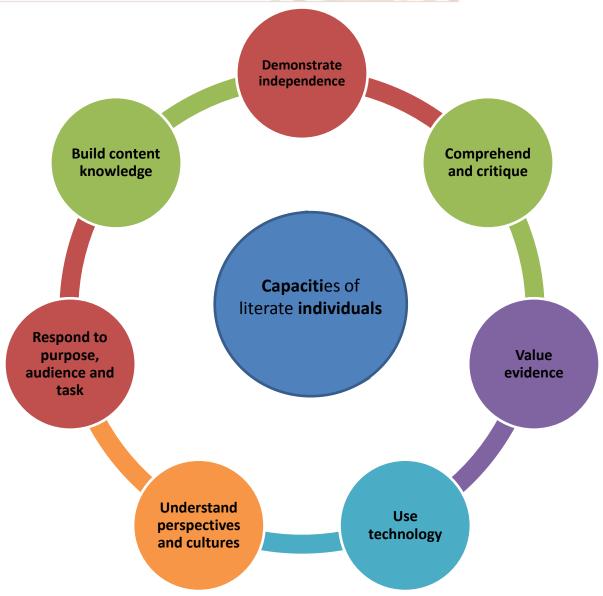
By the end of this webinar, we will have:

✓ examined elements of performance assessment.

✓ explored a framework for developing ELA performance assessments.

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

When you think about the concept of performance assessment, what comes to mind?

Performance Assessment

…measures a student's ability to transfer knowledge and apply complex skills in an authentic environment.

Performance Assessment

The learner actually demonstrates the skills the assessment is intended to measure by doing real-world tasks that require those skills.

Performance Assessment

...requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.
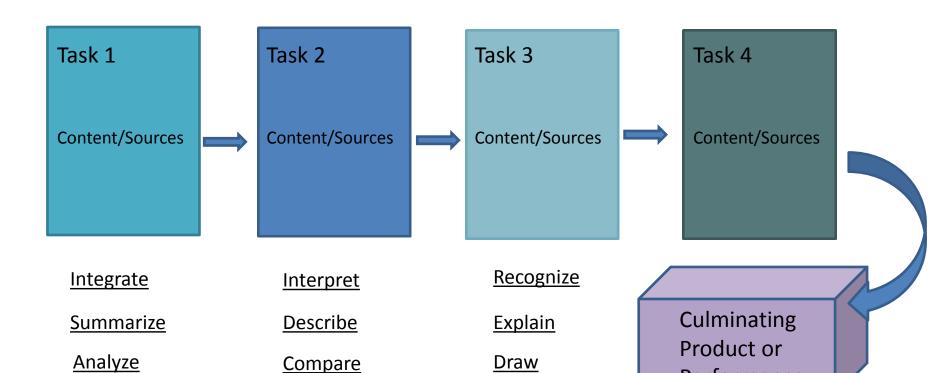
Elements of Performance Assessment

- Real-world scenario and authentic
- Student-centered
- Proficiency-based, standards-based
- Complex process
- Multiple outcomes
- Higher-order thinking
- Teaching, learning, and assessing combined
- Transparent evaluation criteria
- Formative and summative

Performance Assessment →

ENDURING UNDERSTANDINGS

Essential Questions

STANDARDS

Task 1	Task 2	Task 3	Task 4
Content/Sources	Content/Sources	Content/Sources	Content/Sources

Integrate

Summarize

Analyze

Interpret

Describe

Compare

Recognize

Explain

Draw conclusions

Culminating Product or Performance

"Education is not a preparation for life; education is life itself." (Dewey, 1937)

"*Assessment is authentic when we directly examine student performance on worthy tasks.*"

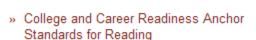"*Assessment should primarily support the needs of learners.*"

(Wiggins, Grant. *The Case for Authentic Assessment*, 1990)

Performance = Content + Process

- Content – the facts, concepts, and skills to be mastered

- Process – the steps or tasks that demonstrate levels of mastery

- Performance – the use of content AND process to a standard

Anchor Standards

» College and Career Readiness Anchor
Standards for Reading
» College and Career Readiness Anchor
Standards for Writing
» College and Career Readiness Anchor
Standards for Speaking and Listening
» College and Career Readiness Anchor
Standards for Language

Reading » 2

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing » 1

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Anchor Standards

» College and Career Readiness Anchor
Standards for Reading
» College and Career Readiness Anchor
Standards for Writing
» College and Career Readiness Anchor
Standards for Speaking and Listening
» College and Career Readiness Anchor
Standards for Language

Listening » 2

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language » 4

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
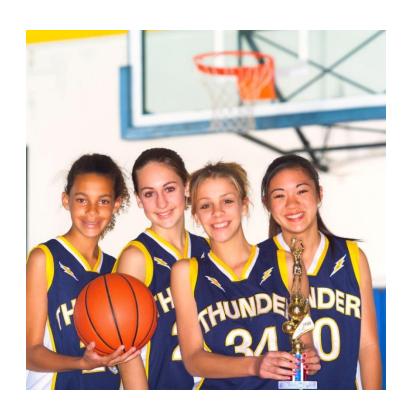
Performance Assessment and Sports

Would we send our players out to play a real game against another team without a scrimmage?

Our basketball team

How would our players react if we asked them to find the sum of their team jersey numbers during practice?

"The level of mastery that will be reached is determined entirely by what sort of questions students are expected to answer."

(Babrick-Santoyo, *Driven by Data)*

Performance = Content + Process

- Content – the facts, concepts, and skills to be mastered

- Process – the steps or tasks that demonstrate levels of mastery

- Performance – the use of content AND process to a standard

Performance Assessment

"It is an empty exercise to assess student learning without providing a means to adjust teaching in response to deficiencies revealed through the information gleaned from that assessment." (Chun, 2010.)

How performance assessment fits into curriculum design and instruction:

What should students know and be able to do?
- ✓ standards

What will demonstrate student learning?
- ✓ performance assessments

What sequence of lessons will provide observable evidence of student learning?
- ✓ curriculum

Are the tasks we have students engage in reflective of the standards?

Do our assessment tasks reflect our learning goals?

What % of our assessments are higher-order tasks?

Benefits of Performance Assessment:

Traditional:

- Teacher-centered
- Summative
- Closed-answer (multiple choice, short answer, memorization, definitions)
- Content driven
- Completed in isolation
- One correct answer
- Lower-order (recall, basic inference)
- Seldom transferable
- Subjective evaluation

Performance:

- Learner-centered
- Formative & summative
- Open-answer
- Content & skills (process)driven
- Collaborative
- Multiple possibilities
- Real-world basis
- Higher-order (critical thinking & problem solving)
- Transferable skills
- Transparent evaluation

Teachers and learners should be engaged together in "setting learning goals that establish the parameters of what counts as evidence that learning has indeed occurred."

(Moss & Brookhart, 2009.)

CCSS Grades 6-12 ELA & Literacy
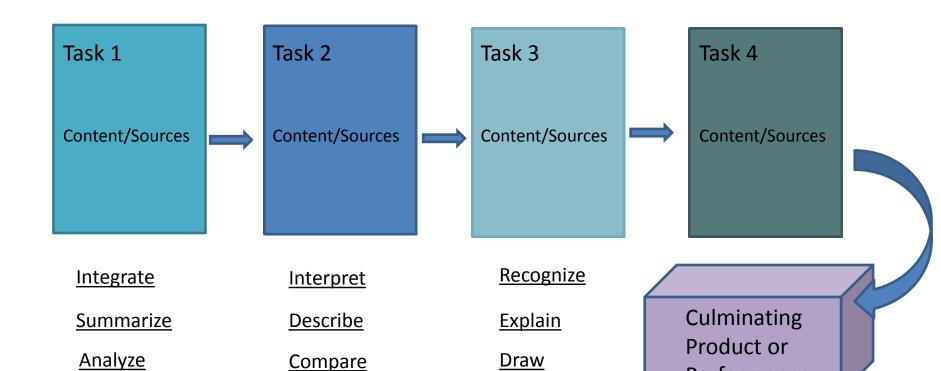
FRAMEWORK FOR DEVELOPING PERFORMANCE ASSESSMENTS

Performance Assessment

ENDURING UNDERSTANDINGS

Essential Questions

STANDARDS

Task 1 Content/Sources	Task 2 Content/Sources	Task 3 Content/Sources	Task 4 Content/Sources

Integrate	Interpret	Recognize	
Summarize	Describe	Explain	Culminating Product or Performance
Analyze	Compare	Draw conclusions	

Components of Performance Assessment

Sources/content

- **Readings**
- **Video clips**
- **Audio clips**
- **Graphs, charts, other visuals**
- **Structured internet search**
- **Primary sources**
- **Data**

Information Processing

- **Analyze questions**
- **Respond to questions**
- **Organize information**
- **Discuss/dialogue content**
- **Interpret results**
- **Synthesize data**
- **Determine next steps**
- **Deconstruct theory or bias**

Product/Performance

- **Essay, report, story, script, proposal**
- **Speech/presentation with/without graphics**
- **Multi-modal representation with/without technology**

Framework for Developing Performance Assessments

Standards	State the CCSS and other content skills/standards that will be measured in by this task.
Big Ideas/Enduring Understanding	Describe the Big Ideas/overall concepts students should take away from this process.
Essential Questions	What are the essential questions students will answer in order to develop these enduring understandings?
Culminating Performance/Product	Describe the final task and the format it will take (e.g., you will present an argument for…by organizing a debate…).
Content/Sources	Cite the sources (including text, audio, visual etc.) students will access to complete each task.
Formative Steps	Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.
Evaluation	Include a detailed method of evaluation (e.g., rubric, checklist, etc.) that clearly communicates what students need to do to demonstrate proficiency.

GRADE 8 LITERACY IN ENGLISH LANGUAGE ARTS: ECONOMICS AND THE ENVIRONMENT

UNIT OVERVIEW

The following bundle includes guidance for implementing a 4-6 week unit on the connection between economics and the environment. The instructional supports contain scaffolds for students as they work to meet the standards. The scaffolds should be used strategically, based on the needs of students, and removed gradually, and then completely, in order to assess independent mastery of the standards. The unit introduces informational writing to students and is useful for the start of the school year. Texts used throughout the unit are of similar complexity and are at the lower end of the grade 6-8 range. If the suggested scaffolds are used throughout the unit, an additional final task would be required in order to effectively assess independent mastery of the standards.

Task Details

Task Name: Economics and the Environment

Grade: 8

Subject: English Language Arts

Depth of Knowledge: 3

Task Description: This task asks students to write an informative/explanatory essay, demonstrating how economics and the environment relate to the depletion of our Earth's resources. Student must be able to use evidence from at least two texts and analyze the cause and effect relationship between the economy and the environment.

from NYC DOE, *Tasks, Units, and Student Work*

Standards	State the CCSS and other content skills/standards that will be measured in by this task.

- ELA & Literacy Standards

English Language Arts Standards »

Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

Standards	State the CCSS and other content skills/standards that will be measured in by this task.

Grade 8 Literacy in English Language Arts: Economics and the Environment

COMMON CORE LEARNING STANDARDS

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Big Ideas/Enduring Understanding	Describe the Big Ideas/overall concepts students should take away from this process.

Grade 8 Literacy in English Language Arts: Economics and the Environment

BIG IDEAS/ENDURING UNDERSTANDINGS

- Reading non-fiction texts promotes a deeper understanding of global issues.

- Unpacking informational texts leads to a greater understanding of a complex topic.

Essential Questions	What are the essential questions students will answer in order to develop these enduring understandings?

Grade 8 Literacy in English Language Arts: Economics and the Environment

ESSENTIAL QUESTIONS:
- How can I use the features of informational texts to deepen my understanding of environmental issues?

- How does reading informational texts help me to understand the world?

Culminating Performance/Product	Describe the final task and the format it will take (e.g., you will present an argument for...by organizing a debate...).

Grade 8 Literacy in English Language Arts: Economics and the Environment

Student Directions
Economics and our Environment (Grade 8 ELA)
FINAL PERFORMANCE TASK (Task 3)

Task:

Write an informative essay in which you identify how economics and the environment affect the depletion of our Earth's resources. Cite relevant textual evidence from two of the four texts we have previously read.

Texts:

Stopping in the Desert
There's Gold in that Ocean
Coral Reefs Need Care
Having Their Fish and Eating It Too

Your informative essay should have at least 5 paragraphs and should include an analysis of the causes and effects that the economy and environment have on one another. The explanation of the analysis should be logically sequenced and present many reasons to support the relationship between the economy and the environment. Your essay should include transitional words that we have studied and should consistently use standard English, as well as standard capitalization, punctuation, and spelling.

Content/Sources	Cite the sources (including text, audio, visual etc.) students will access to complete each task.

Grade 8 Literacy in English Language Arts: Economics and the Environment

Article #2: "Stopping the Desert"
Many years ago, China tried to grow more food by turning grassland into farmland. But after misuse, the grassland is becoming a desert. Explain how lack of regard for the environment can have a negative economic impact.

Article #3: "There's Gold in That Ocean"
Officials want to extract valuable minerals from the ocean floor, but they risk harming an ecosystem. Explain how officials are coming up with ways to harvest resources for economic gain while minimizing **environmental** harm.

Article #4: "Coral Reefs Need Care"
Pollution, commercial fishing, and land development are harming coral reefs. But the reefs themselves are important to tourism. Explain how governments are trying to balance environmental needs with those of the **economy**.

Article #5: "Having Their Fish and Eating It Too"
Nations in Europe were unable to pass fishing bans after hearing concerns from nations that depend on fishing. Explain how efforts to protect the **environment** can affect entire **economies**.

Formative Steps — Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.

- Deconstructed concepts, content, skills
- Multiple steps/tasks support multiple sources/ content, skills, standards
- Varying levels of intentional scaffolding
- Differentiation
- Increase in rigor
- Advance in Levels of Bloom's Taxonomy
- Small-group, whole group interaction
- Continuous feedback

Formative Steps	Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.

Grade 8 Literacy in English Language Arts: Economics and the Environment

Text #1 – "Water Park Makes Waves"

Objective: To define main idea and supporting details and to identify the main idea of an entire text.

Aim: How do we determine the main idea of the article?

Mini Lesson:
What is the main idea?
> The main idea describes what a passage is mostly about.
> Paragraphs, articles, and books all have main ideas. Every good writer has a main idea that is supported with details.
> Supporting details: Details that are related to the main idea.

Why is learning how to find the main idea important?
> Keeping track of lots of details is hard. The main idea explains how the details relate to each other. If you can find the main idea, you'll understand what's most important in your reading. It helps us understand what the author's main point is.

How do we find the main idea? Strategy – Chunking a Text

How do we find the main idea? Strategy – Chunking a Text

During reading: complete steps 1-3 for each paragraph
1. First, find the topic of the paragraph (use the headings/features to help).
2. Now, find what the author is trying to say in the paragraph about the topic. Use a text structures handout and topic sentences to help you.
3. Summarize the main idea of the paragraph in one sentence.
   Topic + what author thinks of topic = main idea.

After reading: Complete steps 4-5
4. Check it: Reread and connect all your sentences. Then ask yourself, what do these paragraphs have in common? What are they telling me together?
5. Decide on the main idea of the entire passage

Model: Model identifying the main idea using Step 1-3 on paragraph #1

Main idea of text:
A new water park called Waveyard may be built in Mesa, Arizona. If it's built, the park will use huge amounts of groundwater each year. Some believe that the water park will be beneficial for the economy, while others are concerned that too much water will be wasted and that the park will hurt the environment.

Additional Support Strategy:
For students who need support organizing their ideas, as well as those students that require texts to be "chunked" into smaller parts to complete a close reading of the entire text, the "Finding the Main Idea of a Passage" graphic organizer can be used.

Formative Steps	Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.

Text #2 –"Stopping the Desert"

Aim: To improve our understanding of an article by practicing rereading strategies.

compensate: to make payment to, to make up for; to repay for services
conciliatory: cooperative
desertification: the gradual transformation of fertile land into desert, usually caused by climate cl by destructive use of the land
engender: to produce or cause
erode: to wear away
prosperity: economic growth
province: region
reservoirs: a place where water can be collected and stored for later use
urban: having to do with a city
water table: the level below which the ground is completely saturated with water

Mini Lesson – Reading steps to analyzing non-fiction texts:
- Read to get the gist.
- Reread to interpret the ideas in the text.
- Read again differently to analyze the author's methods.
- Write and talk to demonstrate understanding of ideas and genre.

Read to get the gist – questions:
What is the text structure?
What are the main ideas in each section of the text?
What are the supporting ideas in each section and how do they relate to the main ideas?
What does the author want us to understand in each section?
How does each section relate to previous sections?

Formative Steps	Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.

Text #2 "Stopping the Desert"

Aim: To improve our understanding of an article by examining cause and effect.

Objective: Students will improve their understanding of a news article by reading to determine cause and effect relationships.

Mini Lesson
Explain that text structure improves understanding. In a text with cause-and-effect structure, you will look to see what happens (the effect) and what caused it to happen. Articles that use a cause-and-effect structure may follow one of these patterns:
- single cause and single effect
- multiple causes and single effect
- single cause and multiple effects
- an effect that becomes the cause for another effect (a cause-and-effect chain)

With the class, preview the article by reading titles, headings, graphics, captions, and the first paragraph. Point out the highlighted vocabulary words and review their definitions. This will activate students' prior knowledge and allow them to begin looking for evidence of the cause-and-effect structure.

Briefly discuss what students think the article is about.

"Teachers and students work together to gather information about the strengths and weaknesses of their performances in ways that inform *all* learners and *all* learning in the classroom."

(Moss & Brookhart, 2009.)

<table>
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Formative Steps

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Clearly explain how the students will interact with the sources to complete the tasks that lead to the culminating product/performance. Include any guided questions, scaffolds or steps in this process.

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CONTENT	SKILLS
Informational Text Reading: • Elements of informational texts • Fact/ opinion • Relevant/ irrelevant details • Main Idea • Figurative language • Developing and refining questions • Identifying information within a resource • Selecting, paraphrasing, summarizing, citing and recording relevant information • Connecting ideas among several sources • Supporting thesis with evidence and Navigating Text Complexity: (headings, graphics, tables, charts, captions etc.) • Decoding strategies • Process for drawing conclusions from text	• **Determine** the meaning of words and phrases as used in the text • **Analyze** and interpret idiomatic expressions • **Gain** a working knowledge of domain specific vocabulary in context • **Read** and decode complex informational text • **Decipher** relevant informational texts • **Determine** a central idea and analyze its development • **Identify** clues in the text that lead to inferring information • **Describe** connections between word choice and impact on meaning • **Support** conclusions with relevant words or phrases from the text • **Cite** textual evidence to support written responses • **Develop** a topic with relevant, well-chosen facts, definitions, concrete details, quotes, and examples

Evaluation	Include a detailed method of evaluation (e.g., rubric, checklist, etc.) that clearly communicates what students need to do to demonstrate proficiency.

- Summative and formative – process essential for product
- Transparent criteria
- Varied products/performance
- Students know how they compare and what mastery looks like

Evaluation	Include a detailed method of evaluation (e.g., rubric, checklist, etc.) that clearly communicates what students need to do to demonstrate proficiency.

Scoring Guide

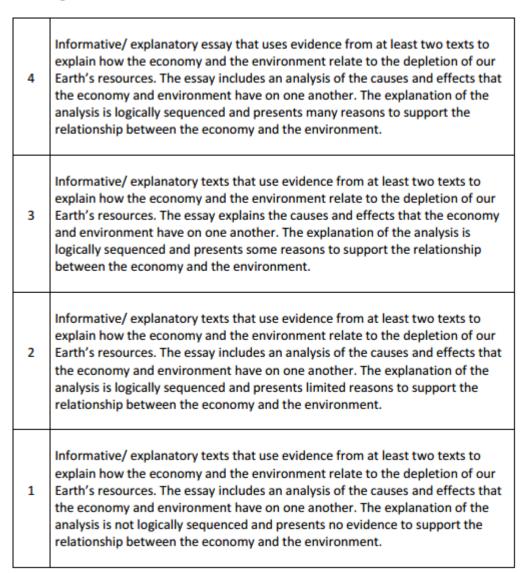|	
4	Informative/ explanatory essay that uses evidence from at least two texts to explain how the economy and the environment relate to the depletion of our Earth's resources. The essay includes an analysis of the causes and effects that the economy and environment have on one another. The explanation of the analysis is logically sequenced and presents many reasons to support the relationship between the economy and the environment.
3	Informative/ explanatory texts that use evidence from at least two texts to explain how the economy and the environment relate to the depletion of our Earth's resources. The essay explains the causes and effects that the economy and environment have on one another. The explanation of the analysis is logically sequenced and presents some reasons to support the relationship between the economy and the environment.
2	Informative/ explanatory texts that use evidence from at least two texts to explain how the economy and the environment relate to the depletion of our Earth's resources. The essay includes an analysis of the causes and effects that the economy and environment have on one another. The explanation of the analysis is logically sequenced and presents limited reasons to support the relationship between the economy and the environment.
1	Informative/ explanatory texts that use evidence from at least two texts to explain how the economy and the environment relate to the depletion of our Earth's resources. The essay includes an analysis of the causes and effects that the economy and environment have on one another. The explanation of the analysis is not logically sequenced and presents no evidence to support the relationship between the economy and the environment.

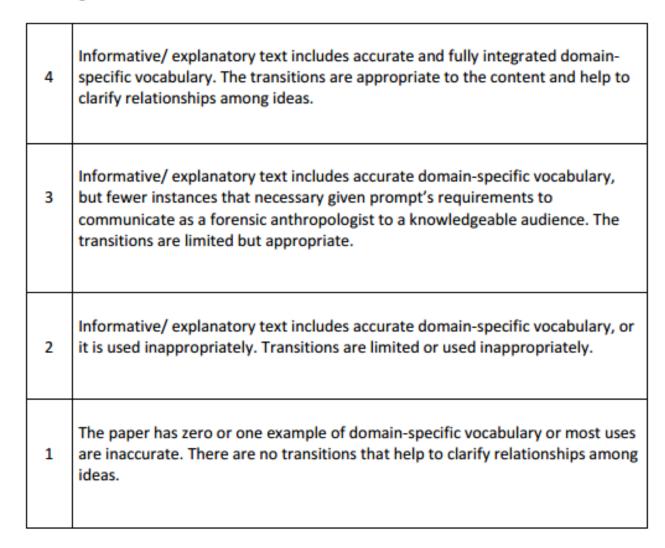| Evaluation	Include a detailed method of evaluation (e.g., rubric, checklist, etc.) that clearly communicates what students need to do to demonstrate proficiency.

Scoring Guide

4	Informative/ explanatory text includes accurate and fully integrated domain-specific vocabulary. The transitions are appropriate to the content and help to clarify relationships among ideas.
3	Informative/ explanatory text includes accurate domain-specific vocabulary, but fewer instances that necessary given prompt's requirements to communicate as a forensic anthropologist to a knowledgeable audience. The transitions are limited but appropriate.
2	Informative/ explanatory text includes accurate domain-specific vocabulary, or it is used inappropriately. Transitions are limited or used inappropriately.
1	The paper has zero or one example of domain-specific vocabulary or most uses are inaccurate. There are no transitions that help to clarify relationships among ideas.

Performance Assessment →

ENDURING UNDERSTANDINGS

Essential Questions

STANDARDS

Task 1	Task 2	Task 3	Task 4
Content/Sources	Content/Sources	Content/Sources	Content/Sources

Integrate

Summarize

Analyze

Interpret

Describe

Compare

Recognize

Explain

Draw conclusions

Culminating Product or Performance

"Tell me and I forget, teach me and I may remember, involve me and I learn."

(Benjamin Franklin)

How do you see integrating performance assessment into your content area/curriculum?

Resource Links:

- *Taking Teaching to (Performance) Task, Linking Pedagogical and Assessment Practices:*
  http://www.collegiatelearningassessment.org/files/TakingTeachingToTask2.pdf

- *Scholastic, Teachers' Timely topics: Performance Assessment:*
  http://teacher.scholastic.com/professional/assessment/perfassess.htm

- *Authentic Education: http://www.authenticeducation.org/index.lasso*

- *Authentic Assessment Toolbox, John Mueller:*
  http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm

- *The Reading and Writing Project Common Core Aligned Performance Assessments:*
  http://readingandwritingproject.com/resources/assessments/performance-assessments.html

- *New York City Department of Education, Tasks, Units & Student Work:*
  http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm

- *Smarter Balanced ELA Performance Tasks:*
  http://www.youtube.com/watch?v=Pw1ACjQVNSE
- *Smarter Balanced Performance Task sample items:*
  http://www.smarterbalanced.org/sample-items-and-performance-tasks/

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Incorporating Performance Assessment into a Standards-Based Curriculum

Vermont Agency of Education Secondary ELA & Literacy Professional Learning Team

Please join us for the next webinar on Performance Assessment

April 8th 2014 at 3:30pm

Incorporating Performance Assessment into a Standards-Based Curriculum

Vermont Agency of Education Secondary ELA & Literacy Professional Learning Team

Thank you for joining us!